

Figure 2.

Figure 3.

handle (Figure 3). The thumb, lying flat up the back of the handle, is used as an added lever for power and direction on the backhand (Figure 4). Cock the wrist as far sideways as possible—this is the correct position of the racket hand before contacting the shuttlecock on the backhand. For success in the game, both grips must be taught.

**Combined Grip and Footwork Drill.** Arrange the class in a semicircle, having students stand with feet approximately shoulder width apart, weight off the heels and on the balls of the feet. Have them bounce up and down to get the feel of the easy action of the knees. Have them practice changing from forehand grip to backhand grip at your command. Now use proper footwork with each grip. Have the students face you squarely in the "waiting stance" (Figure 5). You are their imaginary net. On command, "Forehand grip," they will pivot clockwise on the right foot, taking proper grip and swinging left foot diagonally forward. (In other words, on forehand shots, the left foot is nearer to the net than the right and the left shoulder points



Figure 4. (Choose either one.)

## Basic Information

The teacher should review the following basics.

1. The forehand strokes used in badminton are performed with the same corresponding overhead, sidearm, and underhand pattern of throwing.
2. The racket head is an extension of the hand; therefore much force is transmitted to the racket from the flexible wrist action. The racket must be held as gently as you would hold a baby sparrow in your hand for short net drop shots and as firmly as you would hold a glass of water for all shots requiring force. The main point is that the wrist must be very *supple* for all shots. Since the wrist action is considered one of the most important parts of the game, the wrist should always be in a cocked position before contact with the bird is made. The cocked wrist can add force as well as vast deception to your game.
3. The longer the lever, the more velocity at the end of the lever; therefore, all power shots in badminton must be performed with a nice reaching action and a full back swing. All shots should be performed free of body interference, so reach on all of them.
4. The shuttlecock drops more slowly than most objects in other sports due to the resistance offered the air by the expanded feathers; round tip feathered shuttlecocks fly much slower than the pointed tip type. When students understand that the shuttlecock flies more slowly than they perceive it, hurried stroking can be avoided.
5. Footwork in badminton consists of short running steps, skipping, and sliding steps that are performed in all directions—similar to the footwork of a boxer, a basketball pivot man, and a baseball player fielding a grounder. The important thing is to keep the weight centered over the base, that is, the feet. The last step taken preceding a shot is usually a longer step, so that one has the feeling of "run, run, run, *reach, step*." The reach step allows the body to catch up again with the center of gravity and helps to push the body in the opposite direction if needed for a quick recovery. The number of steps needed and the length of the reach step depends on where the shuttlecock is dropping and the position of the player on the court. A good basic rule to follow is that the left foot must be forward on all forehand shots (to the right of the body) and the right foot advanced on all backhand shots (to the left of the body). This rule should be strictly adhered to in beginning badminton. As a player progresses in the skill of the game she will find that some shots can be made very comfortably on the forehand side with the right foot nearer the shuttlecock.
6. The angle of the face of the racket and the direction in which it is moving determine the flight of the shuttlecock. All shuttlecocks must be hit squarely on the strings since the small surface area and shape of the base of the shuttlecock permit very little slice or spin action. Even the top players in the world very seldom attempt a spin or slice action, because there is great margin for error.

toward the net.) On command, "Position backhand grip," students now pivot counterclockwise on the left foot, taking proper backhand grip and swinging right foot toward the net diagonally forward. (On backhand shots the right foot is nearer the net and the right shoulder points toward the net.) The sequence should be repeated until thoroughly mastered.

Remember, the wrist cocks as *far back* as possible on forehand and as *far sideways* as possible on backhand! Now, make the racket sing as you uncock the wrist and swing the racket forward. If it doesn't sing, you are gripping too tightly.

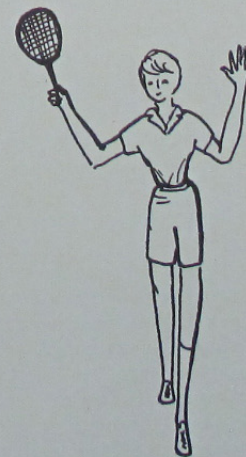


Figure 5. Waiting stance.



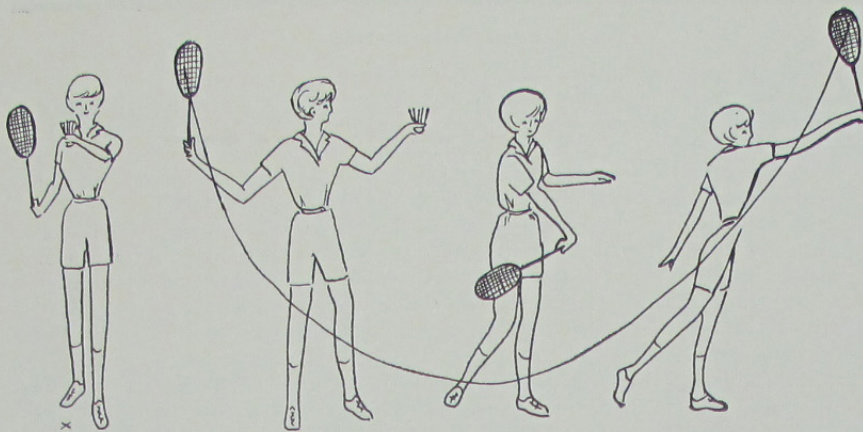


Figure 6.

Figure 7.

Figure 8.

Figure 9.

**Short Serve.** Let us begin with the short doubles serve simply because it will be the student's first attempt at hitting the falling object with the racket and it provides an opportunity for early success. Pair students off in two long lines approximately 10 feet away from each other. Standing in a "walking stride" position, left foot forward (Figure 6), right foot pointing out at a diagonal, shuttlecock held by the cork between thumb and index finger—at arm's length and shoulder height—in line with right foot, racket cocked back, weight on right foot. Drop the shuttle, swing the racket forward, hitting the shuttle just below waist high with very little wrist action, and glide the shuttle toward the partner's hands as the weight is shifted to the left foot. The feeling is drop-hit-glide. Easy does it! It's a touch shot and the wrist stays in cocked position throughout the stroke.

Most students will be able to make proper contact with the bird after several attempts. Problem students should be pulled out right away and the following fundamentals checked:

1. Are they gripping too tightly? Most beginners do.
2. Are they not letting the shuttle drop from the shoulder high position?
3. Are they swinging the racket head too fast?
4. Are they pulling the shuttle in toward body before dropping it? Some students must have the shuttle tossed on their rackets to whip this spatial problem due to lack of background in racket sports.
5. Do they thoroughly understand placement of bird and point of contact with racket?

**High Service or Set-Up Shot.** Using the same double line position as above, facing partners approximately 20 feet apart, hold bird and swing racket back (Figure 6 and 7). Wrist is cocked back. Drop bird, swing racket forward with wrist leading, contact the shuttle slightly below the hip, and whip the shuttle high. Keep in a full circular follow-through over left shoulder (Figure 8 and 9). In the high service or set-up shot, there is more backswing, more wrist action, and more follow-through. The bird must be contacted below the waist and the racket head should not be higher than the racket hand. Remember, in both, the bird must be hit with a square-faced racket.

### STEP THREE

Once the student can set the bird up there are only six ways of returning the bird (with variations)—three forehand throwing patterns and three backhand hitting patterns.

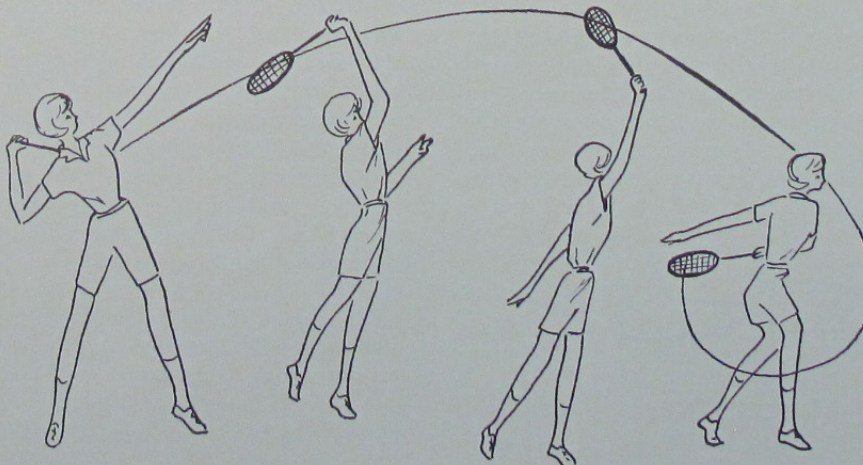


Figure 10.

Figure 11.

Figure 12.

Figure 13.

*These first lessons in badminton are presented for use in secondary and college classes of elementary badminton. The lessons are not meant to be self-sufficient, but are simply introductory basic approaches that will require much reading and further exploration by the teacher.*

The patterns are mentioned in the following statements:

**Clear.** 1. If the bird is coming high overhead (see Figures 10-13) racket and weight are shifted back simultaneously. Left arm is up for balance and points toward the shuttlecock for helping to judge the path of the bird. Weight is back on right foot. Racket is in a cocked position touching left shoulder blade. Movement starts forward in hips, flows through shoulders, elbow leading, throwing the racket head with wrist still leading into its fullest extension, contacting the bird at the highest possible racket's reach in line with the right shoulder and in front of the body. The weight is directly behind the racket and transferred to the left foot as the racket is whipped high into the bird. The momentum of the racket results in the follow-through on the left side of the body. This is an overhead throwing pattern similar to a softball player's throw from center field to home base. Again, it must be emphasized, the racket face must be square when contacting the shuttlecock. This return is called a "clear," sending the bird high overhead to fall near the baseline.



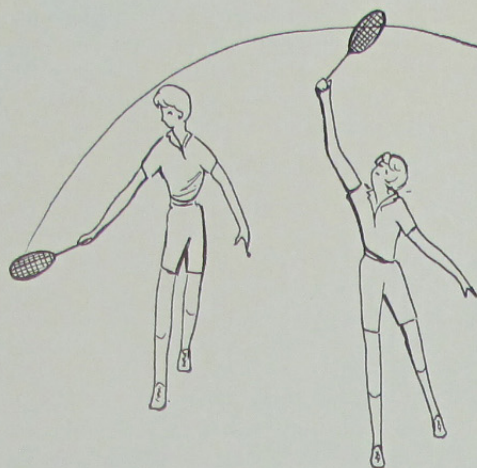


Figure 16.

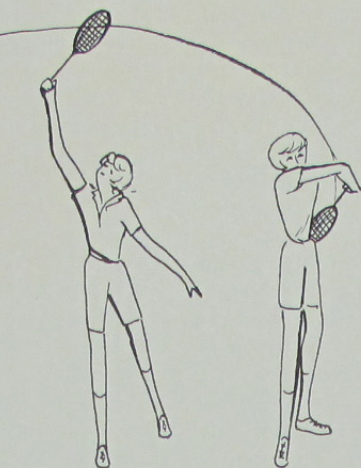


Figure 15.

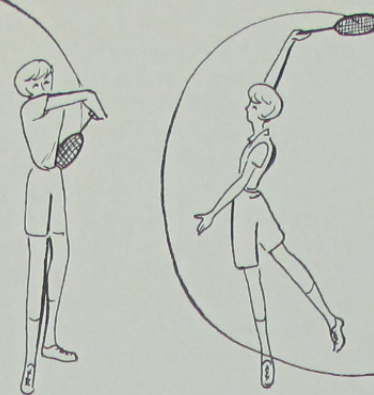


Figure 14.

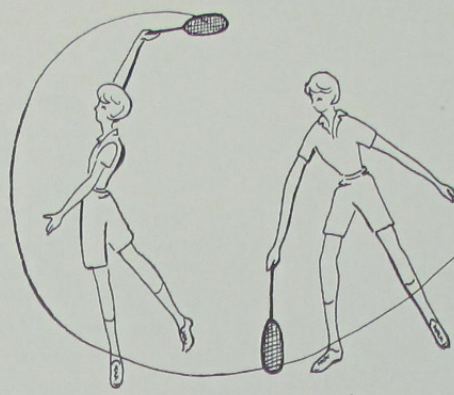


Figure 19

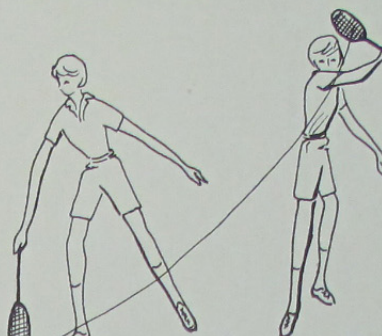


Figure 18.



Figure 17.

2. The backhand overhead "clear" (Figures 14-16) is simply the reverse of the forehand "clear" with elbow pointing up toward the shuttlecock on the backswing. Contact is made at a point in line with the right shoulder in front of the body and the follow-through is on the right side of the body. At this point, the student is able to set up the bird with a high serve, "clear" it back, and keep the clear going. A nice element of competition is brought out in trying to out-clear each other. If students are unable to set the bird up, match them with partners who are able to get the clear going. The important thing is to get the students playing the game quickly.

3. The underhand "clear" is used when the bird has fallen below the level of the net. Use the same underhand throwing pattern as in Figures 7-9. The key point is to contact the bird as far in front of you as possible. Move to meet the bird and use the fullest circular swing.

4. The backhand underhand "clear" is the reverse of the forehand (Figures 17-19). The elbow points down toward the bird with the right shoulder facing the net. The body uncoils forward, with the racket arm reaching well out in front with cocked wrist. The racket head whips into the bird sending it into a long ascending flight high into the opponent's backcourt. Figure 19 shows the follow-through of the body and racket, the end reaction of the momentum of the racket head. It should be a natural movement.

**Smash.** Since the smash is one of the most important attacking strokes in badminton and is used to "put the point away," let us dwell carefully on this important stroke. The smash has a fast descending flight which angles sharply down toward the floor on the opponent's court. The smash is an overhead stroke which must be carefully timed and delivered with plenty of speed; therefore, the body must be in perfect alignment with the bird as you swing the racket back (Figures 10-13). (Contact is made with the bird in approximately the same position a softball player would release a ball to peg first base.) The weight is *all* centered over the left foot and the racket whips around to the left side of the body on the follow-through.

Note that the smash and the clear have the same overhead pattern and should be performed with the same backswing for deception. The only difference is the contact point, for the smash is more forward off the left foot in front of the body and the follow-through is greater.

#### Coaching points:

1. Do not hurry the stroke, but run toward the bird, meeting it before it drops too low. You *cannot* smash a bird net level or below.
2. If a bird is just above net level in the forecourt you need only a flick of the wrist to send the bird downward into the opponent's court. No body action is required because the bird is

coming too fast and the angle is sharper.

3. Standing in the middle of your court, use all the body momentum you have and full racket reach as you carefully control the whipping racket head into the bird.

Neither the backhand smash nor the round-the-head smash should be taught in early lessons, but the latter could be covered as soon as the students have the forehand under control. (Continued on next page)

#### Suggested Readings

- Ainsworth, Dorothy, editor. *Individual Sports for Women*, 3rd ed. Philadelphia: W. B. Saunders Co. 1955.
- Broer, Marion R. *Efficiency of Human Movement*. Philadelphia: W. B. Saunders Co., 1961.
- Davidson, Kenneth R., and Gustavson, Leland R. *Winning Badminton*. New York: Ronald Press Co., 1953.
- Davidson, Kenneth R., and Smith, Lenore C. (consultants). *Badminton Instructor's Guide*. Chicago: Athletic Institute, 1950.
- Division for Girls and Women's Sports. *Selected Tennis and Badminton Articles*. Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1963.
- DGWS. *Tennis-Badminton Guide* (1962-1964). Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1962.
- Miller, Donna Mae, and Ley, Katherine L. *Individual and Team Sports for Women*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955.



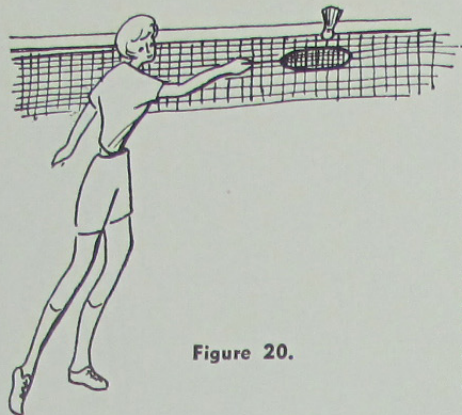


Figure 20.

**Net Shots.** Aesthetically inclined students enjoy a net shot. It is a lesson in graceful movement, delightful finger-tip control, and playful deception at the net. The shuttlecock is contacted as close to net level as possible (Figure 20) and stroked gently but firmly over the net tape, where it floats down vertically into the opponent's court. Net shots may be hit directly across the net or may be controlled diagonally across the net into the corner of the opponent's court.

Footwork can be incorporated in the practice of short net shots. With three students standing approximately one foot behind the short service line on each side of the court, have them practice net drops directly across the net to each other where the bird drops just over the net. The students must use a lunge-step to return the bird and quickly return to their original position behind the short service line before attempting to return another shot.

*Coaching points:*

1. It is true that the racket strings have much elasticity, but the bird must be stroked over the net or it will fall short of the intended placement.
2. Contacting the shuttle as high as possible allows your opponent less time to recover his position and allows you to contact the shuttle at the highest level possible. Many shots will fall below the net and you will find it much easier to angle these shots rather than hit them directly across the net.
3. Never cramp yourself at the net—always allow a good racket's reach.

If, in a game situation, your opponent rushes the net, instead of dropping the shuttle back to him over the net, feign a short net shot, but whip the racket head into the bird using only the wrist, which will flick the bird high above his head into his backcourt. It is a good sign when a teacher sees a student learn this maneuver because then she knows the student is gaining insight into the game of badminton. In other words, the game is as deceptive as a game of cat and rat!

**The Drive.** The drive is a shot stroked shoulder high and sent low and fast, parallel to the floor crossing very close to the net. It is a good doubles stroke. I prefer teaching the drive last because usually the students come in with A+ on the stroke due to the battle of endurance in backyard badminton. This is a very difficult stroke to set up and takes up too much playing space in practice. The drive is a *side arm* throwing pattern (Figures 21-23) such as in a baseball side arm throw. The backhand drive is similar to a left-handed baseball batter; elbow pointed toward net (Figures 24-26). The

shuttle must be *caught* well in front of the body with weight transferred to left foot behind the hitting power of the racket. The follow-through is a natural one.

**Additional Pointers**

1. In teaching the game of badminton, the teacher should stress a good serve—low in doubles, high in singles—because this is the only time a player can score. Emphasize patience; take your time and serve accurately.

2. The clear is a defensive shot and is usually used on your first return of service if you are unable to smash the shot. The clear is used to keep your opponent away from the net and also when you are caught out of position and need time to get back into proper position. When in doubt, clear—clear to the baseline.

3. The smash is your offensive stroke and can be called the "kill shot," so take your time and make it count. In doubles play, the object is to hit down at your opponents and try to make them hit up. To return

(Continued on page 78)



Figure 23.



Figure 22.

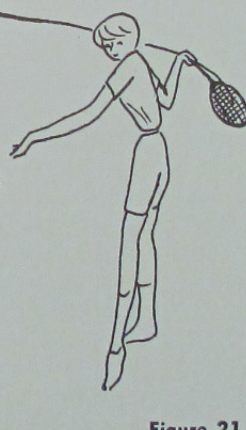


Figure 21.



Figure 24.

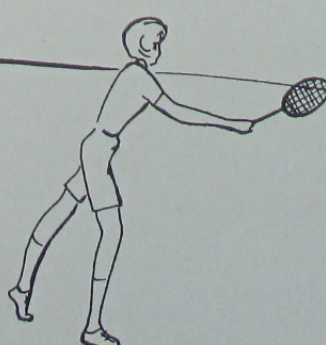


Figure 25.

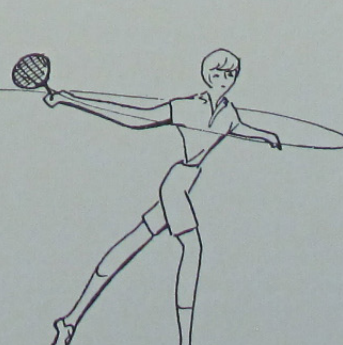


Figure 26.



## BADMINTON TEST

19

### I Short Serve Test

Reference: Scott and French, "Evaluation in Physical Education", 1950.

#### Equipment:

1. A clothesline rope stretched 20 inches directly above the net and parallel to it, attached to the same standards as the net. New shuttles and tightly strung rackets.
2. Floor Markings.

Using the intersection of the short service line and the center line as a midpoint, draw a series of arcs in the right service court at distances of 22 inches, 30 inches, 38 inches, and 46 inches from the midpoint, the measurement including the width of the 2-inch line. Extend these arcs from the short service line to the center line, as indicated in the diagram. The lines should be painted in different colors to increase accuracy in scoring. Show-card paint, which can be washed from the floor, is suggested.

#### Test:

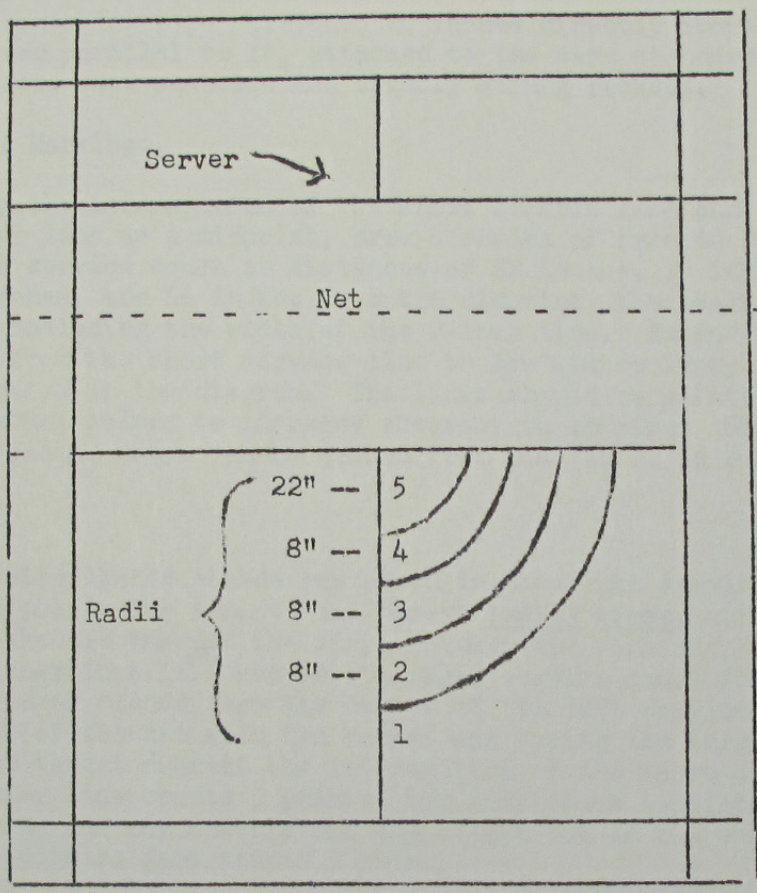
The player being tested stands any place in the right service court diagonally opposite the target, and serves twenty times, attempting to send the shuttle through the space between the rope and the net in such a manner that it lands in the right service court for the doubles game. The scorer stands near the center of the left service court on the same side of the net with the target and facing the target. The corner of the target nearest the intersection of the short service line and center line counts 5 points, the next space 4 points, the next 3, then 2, and any shuttle off the target but in the service area for the doubles game counts 1 point.

#### Scoring:

No score is given for any trial which fails to go between the rope and the net or which fails to land in the service court for the doubles game. Any shuttle landing within an area or on the line surrounding an area is scored as shown in the diagram. Any shuttle landing on a line dividing two scoring areas receives the score of the higher area. The score for the entire test is a total of twenty trials. It is considered a foul and the trial is repeated if the serve is illegal. (For definition of legal serve, see American Badminton Association Rules.)



# FLOOR MARKINGS FOR BADMINTON SERVE TEST





## II Clear Test

### Equipment:

1. A clothesline rope stretched across the court 14 feet from the net and parallel to it, at a height of 8 feet from the floor.
2. Floor Markings.
  - a. Construct a line 2 feet nearer the net than the rear service line in the doubles game and parallel to it. Measure from the exact center of the line. Extend this line from one outer alley line to the other outer alley line.
  - b. On the same side of the net, construct a line 2 feet farther from the net than the rear service line in the singles game and parallel to it. Measure from the exact center of the line. The lines should be painted different colors to increase accuracy in scoring.
  - c. On the opposite side of the net, draw marks 2 inches square at spots indicated on the diagram as X and Y. The center of X should be 11 feet from the net and 3 feet from the center line toward the left side line. The center of Y should be 11 feet from the net and 3 feet from the center line toward the right side line. In measuring from the center line, use the exact center of the line.

### Test:

The player being tested stands between the two square marks on the court opposite the target. The person giving the tests stands on the intersection of the short service line and the center line on the same side of the net as the target and throws (underhand style) the shuttle to the player being tested. The shuttle must cross the net with enough force to carry it as far as the two squares before it touches the floor. If it does not go that far or is outside the space between the two squares, the player being tested should not play it. The player being tested may move any place he wishes as soon as the shuttle has been hit to him. Only shuttles played by the player being tested count as trials. The player attempts to send the shuttle by means of a clear stroke above the rope so that the shuttle lands on the target. Twenty trials are allowed. The person giving the test should call out the score of each trial, to be recorded by an assistant. The area between the two rear lines of the regulation court counts 5 points, the space just behind it counts 3 points, and the space just in front of the two rear lines of the regulation court counts 4 points. Any shuttle going over the rope but failing to reach the target counts 2 points.

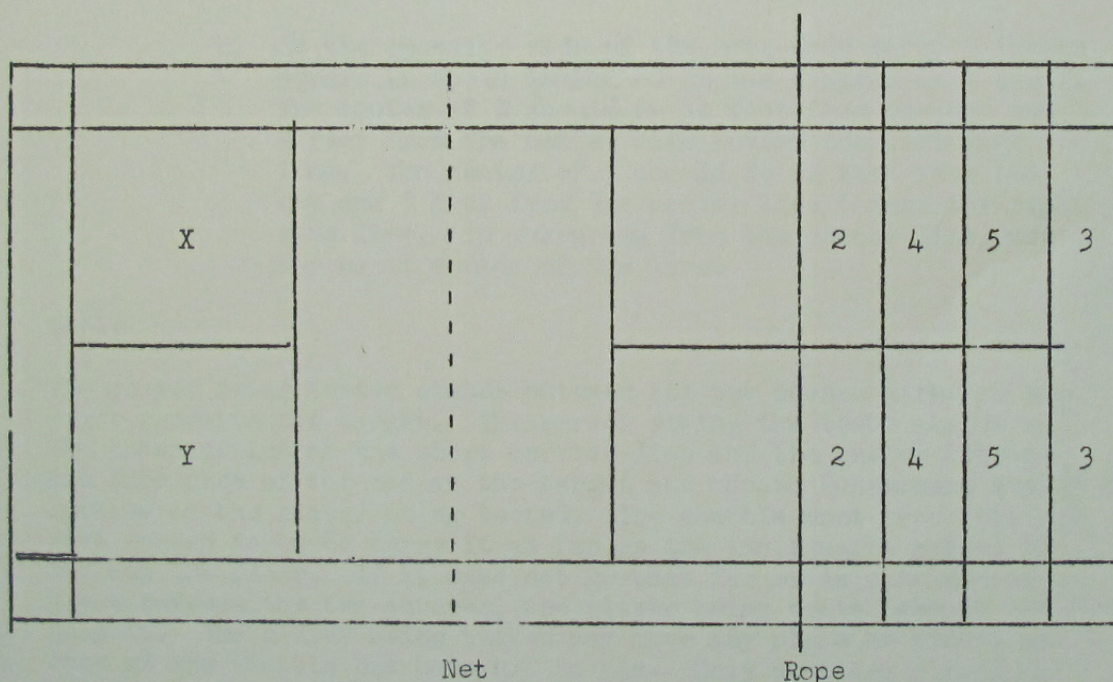


# Scoring:

No score is given for any trial failing to go over the rope or failing to land in the court in the space behind the rope and on the target, as indicated on the diagram. Any shuttle landing within an area or on the line surrounding the area is scored as shown in the diagram. Any shuttle landing on a line dividing two scoring areas receives the score of the higher area. The score for the entire test is the total of twenty trials. It is considered a foul and the trial is repeated if the stroke is "carried" or "slung".

## HIGH CLEAR TEST

### Floor Markings for Badminton Clear Test

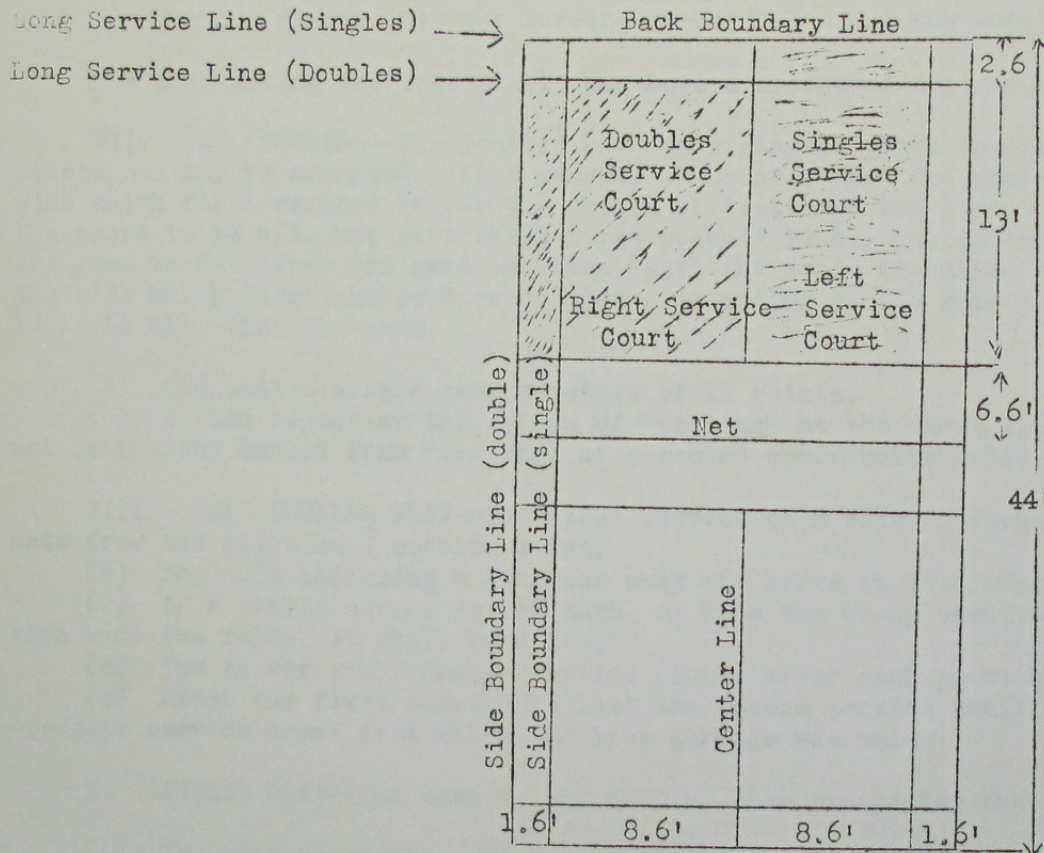




2. Score is not given if:
- Bird does not land in the court.
  - Bird hits or passes under string.

# CONDENSED LAWS OF BADMINTON

I. (a) COURT--The court shall be laid out as in Diagram and to measurements there shown, and shall be defined by white, black or other easily distinguishable line,  $1\frac{1}{2}$  inches wide.



II. POSTS--The posts shall be 5 feet, 1 inch in height from the floor. They shall be sufficiently firm to keep the net strained, and shall be placed on the side boundary lines of the court.

III. NET--The net shall be made of fine tanned cord of  $\frac{3}{4}$  inch mesh. It shall be firmly stretched from post to post, and shall be 2 feet, 6 inches in depth. The top of the net shall be 5 feet in height from the floor at the center, and 5 feet, 1 inch at the posts, and shall be edged with a 3 inch white tape doubled and supported by a cord run through the tape and strained over and flush with the top of the posts.



IV. SHUTTLE--A shuttle shall weigh from 73 to 85 grains, and shall have from 14 to 16 feathers fixed in a cork, 1 inch to 1 1/8 inches in diameter. The feathers shall be from 2 1/2 to 2 3/4 inches in length from the tip to the top of the cork base. They shall have from 2 1/8 to 2 1/2 inches spread at the top and shall be firmly fastened with thread or other suitable material.

V. PLAYER--The game shall be played by two players a side for doubles and by one player a side for singles.

VI. TOSS--Before commencing play the opposing sides shall toss, and the side winning the toss shall have the option of;--

- a) Serving first; b) Not serving first; c) Choosing ends.

The side losing the toss shall then have a choice of any alternative remaining.

VII. (a) SCORING--The doubles and men's singles games consists of 15 or 21 points, as may be arranged. In a game of 15 points, when the score is 13 all, the side which first reached 13 has the option of "setting" the game to 5, and that when the score is 14 all, the side which first reached 14 has the optional of "setting" the game to 3. After the game has been "set" the score is called "love all", and the side which first scores 5 or 3 points, according as the game has been "set" at 13 or 14 all, wins the game.

(b) The ladies single game consists of 11 points.

(c) A side rejecting the option of "setting" at the first opportunity shall not be thereby banned from "setting" if a second opportunity arises.

VIII. (a) DOUBLES PLAY--The first service of a side in each inning shall be made from the right hand service-court.

(b) The side beginning a game has only one serve in its first innings.

(c) If a player serves out of turn, or from the wrong service court and his side wins the rally, it shall be a "Let".

(d) The server shall change service courts after each point has been scored.

(e) After the first service is lost the second service shall be made from the opposite service court from which the last service was made.

X. SINGLES PLAY--The same as for doubles play except for the following;--

(a) The players shall serve from and receive service in their respective right-handed service-courts only when the server's score is 0, or when he has scored an even number of points in the game. The service being delivered from and received in their respective left-hand service-courts when the server has scored an odd number of points.

(b) Both players shall change service-courts after each point has been scored.

XI. FAULTS--A fault made by a player of the side which is "in" puts the server out; if made by a player whose side is "out", it counts a point to the "In" side.

It is a fault;--

(a) If in serving, the shuttle falls into the wrong service-courts, falls short or long.

(b) If, in serving, the shuttle at the instant of being struck is higher than the server's waist.

(c) If before or during the delivery of the service any player makes preliminary feints or otherwise intentionally balks his opponent.





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